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**POLITICAL, SOCIOLOGICAL AND MILITARY AFFAIRS**

**No. 1935**



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### CONTENTS

#### HUNGARY

- Role of Party Organs in New School Year Outlined  
(Imre Rakos, Laszlo Gyenes; PARTELET, No 9, 1981) ..... 1

#### POLAND

- Youth's Views of Religion Vs Science Examined  
(Zenon Kawecki; GLOS NAUCZYCIELSKI, 8 Jun 80) ..... 9

#### ROMANIA

- Decree on Ministry of Machine Tool Industry, Electrical Engineering,  
Electronics  
(BULETINUL OFICIAL, 8 Sep 81) ..... 15
- Decree on Organization, Operation of Ministry of Machine  
Building Industry  
(BULETINUL OFICIAL, 8 Sep 81) ..... 22
- Agricultural Neglect Seen as Result of Ideological Emphasis  
(Alexandru Catana, Doina Catana; ERA SOCIALISTA, 20 Jul 81). 29

#### YUGOSLAVIA

- Complaints on Disaster Relief Payments Answered  
(Radomir Djacic Interview; NEDELJNE INFORMATIVNE NOVINE,  
13 Sep 81) ..... 39
- Briefs  
New Slovenian Youth Leaders 46

ROLE OF PARTY ORGANS IN NEW SCHOOL YEAR: OUTLINED

Budapest PARTELET in Hungarian No 9, 1981 pp 15-21

[Article by Imre Rakos and Laszlo Gyenes: "The School Party Organizations in the New School Year"]

[Text] To a certain extent instruction and education work starts under new conditions in every school year. So at such times the party organization also must rethink how to ensure the most favorable political conditions so that the school can better meet the demands being made of it. We talked about these questions with party workers and teachers in Nograd Megye. Opinions on the question were expressed by: Miklos Balogh, deputy director of the Mihaly Tancsics Trade Secondary School in Salgotarjan; Lajos Bihary, director of the School; Bela Csongrady, a department chief in the megye party committee; Ferenc Kovacs, gymnasium school inspector; Janos Ruzsanyi, secretary of the teachers' party committee in Salgotarjan; and Dr Gyorgy Szalanczay, a worker in the megye party committee.

Those participating in the conversations agreed that helping to introduce the new study plan will be a central question of party work in the school year now starting. Although use of the new study plans and textbooks can look back already on a certain past in many respects the teachers are just now becoming acquainted with the essence and content of the new documents. As Ferenc Kovacs said: "They must teach material which to a certain extent they are now studying themselves. In the process they will need new procedures in the methodology of teaching, education and instruction and they do not have sufficient time and energy to develop these at this time."

So it appears that one or two years practice is not enough for the spirit of the new study plan to pervade instruction and education work as a whole. And this depends not simply on subjective intent. The teachers are sincerely trying to apply the new but the ties to the old do not disappear so easily; it will take time for the new content and the methods connected thereto to become habitual. So the party organizations—this was the thought of Janos Ruzsanyi—while consistently representing the new must also show appropriate patience. They must tirelessly explain the essence of the new aspirations, making use of the various tools of



political work to this end. In Nograd Megye party instruction is being used also to clarify the theoretical questions interdependent with the present practice of school work.

### Independent Action and a Critical Spirit

Taking into consideration the concrete conditions of instruction is an important principle of our education policy. This requires from the teachers a high degree of initiative, flexibility and independence together with, naturally, precise adherence to the study plan requirements. This is not easy in practice and the skills necessary for it are not uniformly developed in all teachers. There is a sort of risk factor here also because every new step carries with it the possibility of error. At the same time one cannot doubt that the concrete conditions are known best by the teacher who is teaching in the given class. But what works in one class will not necessarily lead to the goal in another. So judging the work of the teachers requires great circumspection from the school leadership and the development of tension and conflicts cannot be ruled out.

The tasks of the party organization--the participants in the debate observed--are especially complex at such times. Before all else they must offer a hand in developing an atmosphere in which the previously mentioned independent action can develop to a maximal degree. At the same time this atmosphere must include a critical spirit also. Perhaps there has never been greater need for a critical and self-critical spirit in the schools than just now, because only this can weed out erroneous and inexpedient procedures.

This situation is contradictory in itself. There must be simultaneously an encouragement of greater independence and more initiative and a more determined use of the tool of criticism. The resolution of this contradiction requires from the school leadership and the party organization a high degree of circumspection, careful thought and attention concentrated on the personal traits of people but most of all it requires far-reaching commitment to the cause. One cannot be frightened of debates or the clash of opinions--there are natural concomitants of the work. At the same time the communists must do everything to see that these debates take place in a collegial spirit and do not become bitter. Questions should be clarified in a principled manner and not lead to indulging in personalities or other subjective manifestations. One must reckon with such factors as different interest relationships, prestige viewpoints, differences in schooling and experience and approaches deriving from individual temper.

For this very reason the party organizations cannot do without a high degree of political sensitivity in bringing to the surface and resolving in a constructive way the contradictions appearing in the life of the school. In this way they can recognize the pedagogical conceptions and theoretical content hiding behind differing views and, concentrating on these and eliminating the incidental circumstances, they can achieve the implementation of the most progressive positions. Before all else the communists must achieve unity in the more important pedagogical questions.

Mention was made in the conversations that the new instructional and educational documents require the use of certain definite tools. These tools are lacking in

quite a few schools and they probably will not be available in the near future. In some places this has a certain demoralizing effect; some, calling attention to this fact, cast doubt on whether the requirements of the study plan can be met. Much depends on the party organizations in convincing the doubters that exertion is not senseless even under such circumstances. We might put it this way: A realistic picture must be formed of the relationship between possibility and reality. In any case, the party organization--as Lajos Bihary also said--should use its own strength to find solutions. At the same time, one can develop cooperation between schools or between schools and factories for the joint use of certain tools. There are already a number of good examples of this in Salgotarjan, Balassagyarmat and elsewhere. The participants in the conversations agreed that there are still very great reserves in this area which can be discovered and used with rational, careful organization. The teachers' party committee and the affected city party committees can do much for this.

#### The Conditions for Instruction

The objective and personal conditions appear in another interdependency also. Thus it is worthy of note that under present conditions the burden on the teachers is increasing. Becoming acquainted with and using the new study plans and textbooks represents an increased demand in itself and requires more preparation, broader information, thinking through the methods and more disciplined self-control. The situation is made more difficult by the fact that a new demographic wave is passing through the general schools as a result of which the teachers must deal with classes which are larger than optimal. This certainly makes their work more difficult and increases their burdens.

In this situation the party organizations should turn more attention to factors influencing the general feeling of the teachers, to their working conditions and to material and moral recognition of them. There can be no doubt that the possibilities for material recognition are limited. The question arose in the debate of how one should pay attention to the quality of the work of a teacher. As Lajos Bihary emphasized, even with the limited possibilities there is a way to differentiate recognition so that it should express respect for the awareness of vocation and the careful work which embodies it. The party organization can help in this if it encourages the school leadership to provide clear information to the collective and if it develops in the faculty an atmosphere favorable to the reception of differentiated recognition.

It is one consequence of the repeated demographic waves that it sometimes becomes necessary to regroup the teachers. This makes it necessary for a larger number of them to be trained in more directions. Preparation for this, strengthening their inclination to undertake activity in a different direction to which they are unaccustomed, is also an important part of political work--as Janos Ruzsanyi noted. Naturally, in this case also it is true that carrying out operational tasks is not the work of the party organization. But they can take the initiative with the school leadership in the interest of realizing the necessary measures. They can do much to create an atmosphere in which the measures will find understanding.

In Nograd Megye there are a larger number of teachers than the national average who began their careers without training and acquired the necessary degrees while

teaching. The party organizations should see to it that this does not become a dividing wall between the teachers; performance, and not this, should be the only standard in judging work. A number of examples show that many such teachers are not behind, in knowledge or pedagogical preparation, those who acquired their training in the "classical" manner. At the same time we should not shut our eyes to the fact that some of them have a problem from the viewpoint of theoretical preparation or even awareness of vocation. It is justified that the party organization turn special attention to helping them and preparing them.

One of the main problems in ensuring the objective conditions in the new school year is certainly caused by the tight classroom situation. Although 110 classrooms were built in Nograd Megye during the Fifth Five-Year Plan classrooms are in short supply in the cities as a result of the demographic and urbanization waves. The leadership of the megye is making efforts to avoid two-shift teaching if possible, without excessively increasing class size. A number of temporary solutions are planned in the interest of this. These are far from being ideal, but there is an unavoidable need for them in the given situation. For example, they will make use of cultural institutions which are empty in the forenoon hours and of areas in factories and residential area party organizations suitable for this purpose. These solutions go beyond the sphere of authority of school party organizations. The situation studies, ingenuity and determination of the guiding party organs will play the crucial role in these solutions. The Nograd Megye party organs have recognized the political significance of this question and are treating it in accordance with its importance.

But these temporary solutions will place definite tasks on the school party organizations also because they will be accompanied unavoidably by certain inconveniences and will require a greater degree of organization. Political work will also play a role in seeing that the faculty meets these problems and that the negative effects be kept to a minimum. It is no small matter that the teachers should represent the temporary utility of these emergency measures before the parents with suitable conviction. In all this one can justly expect the communists to set an example.

#### Educational Questions

The educational guiding principles of the MSZMP placed in the foreground of pedagogical work such questions as the development of talent, abilities and creativity and aid to those in disadvantaged situations. Significant progress has been made in the latter area in Nograd Megye—as it has throughout the country—and putting this question in the foreground of public attention has led to considerable practical results. This cannot be said of the other pedagogical tasks of similar importance. There is much uncertainty even about the interpretation of the concepts and a good number of problems await clarification in regard to the essence of the problems and in regard to forms and methods.

It is hardly necessary to emphasize the social policy importance of these questions. What can the party organizations do in this respect? It is obvious that this pedagogical task cannot be solved by a single action, campaign or "cavalry charge." This is a long-range task or program for the party organization also.



The first step in this is to be aware of the social policy importance of the task, to make people understand that what is involved here is not some sort of subjective desire but rather a necessary social requirement. The student in today's school will have to stand his ground in a world which is changing at an accelerated pace. The responsibility of the school of today is not insignificant in seeing that he is capable of this. It is the task of the school party organization to awaken an awareness of this responsibility, to encourage the school leadership to treat this question appropriately as a matter of political import.

This viewpoint should not be ignored in judging the work of teachers either. One should expect the school leadership to watch the activity of the teachers in this regard also. The school leadership should be required to encourage good initiatives and propagate positive experiences. The work of teachers and instructors pioneering in this should receive appropriate recognition. In addition, the party organization itself can initiate debates and exchanges of ideas about the interpretation of this sphere of problems and about the political and other conditions influencing this activity in some way. Such work of movement organs already has noteworthy achievements in Notrad Megye. As Miklos Balogh said, at the initiative of the party organization and the school KISZ committee they make a survey in the first year at the economics trade secondary school in Salgotarjan to see who is more talented than the average and they make an organized effort to get them into professional clubs, special classes or movement work.

If a path for the unfolding of talent is to be opened then certain extraordinarily tenacious pedagogical habits must be overcome. There are many forms of one-sidedness, from the demand to be "eminent in everything" to an overestimation of encyclopedic knowledge; in behavior, from putting obedience before everything to an underestimation of education to an awareness of one's obligations. It is perhaps here that the struggle between the old and the new appears most strongly in pedagogical work. And, as in the case of every important social question, progress in this area cannot do without the attention of the party organization, its role in forming views and behavior, its determined stand for the new and modern.

#### The Democratism of School Life

Questions of school democratism came up in many ways in the course of the conversations. One of the most essential elements of this is the relationship between the school leadership and the faculty, the participation of the teachers in deciding or solving the essential problems of school life. The one-person responsibility realized in school leadership does not at all rule out, rather it presupposes attention to the opinion of the faculty in every essential question in which the director must decide.

This has its own forms, state regulated forms, in the school. But the essence of this is in the content of the functioning of these forums, that really worthy questions get on the agenda, that there be a way to take a position regarding the essence. It can be set down as a general principle that the more complex the tasks, the more components they have, the greater the need for the realization of democratism, for the maximal development of activity.



The communists have no little responsibility in seeing that a democratic public spirit rules in the school. This includes an awareness among the teachers of their personal and collective interest in the realization of the general tasks of the school. Participation in the common affairs depends not only on the extent to which the school leadership ensures the conditions for this but also on the extent to which the teachers make use of these possibilities. In this sense the role of the school party and trade union organizations in educating for and prompting public life activity is not insignificant. One cannot trust to spontaneity in the development of this. The personal motives for this are different in the case of every teacher and this must be carefully considered.

The party organization has an important task in weighing the extent to which the conditions for school democratism are ensured. Of determining significance among these is the style of work and personality of the director of the school. Of crucial significance is the extent to which he sincerely requires the opinion of others, how he can tolerate positions deviating from his own, the extent to which he can rise above the subjectivity which sometimes necessarily arises in the course of debate. In his person the leader of the school is responsible for the spirit or atmosphere reigning in the faculty, and the party organization and the guiding party organ must emphasize politically and realize this responsibility also.

The more rich the expression of opinions and the greater the activity in any social medium, the greater the need for deliberation. The democratism of school life will be substantive and effective and will serve the attainment of our socialist goals if the political leading role of the party is consistently realized. This can be achieved only if the subjective aspects of the various opinions do not unfavorably affect the decisions, the solution of the problems.

In this connection it is also necessary to examine such questions as the internal life of the party organization, party democracy and the political judgment of school tasks. The action and unity of the party organization, as a community of communists, and the principled character and professional and political preparedness of its members are fundamental in seeing that the developing democratism is filled with socialist content and worthily aids the attainment of our educational policy goals.

A lively democratism in the school will bring various interests to the surface and cause them to clash also. The stronger the communist community the greater the guarantee that those interests will come to the fore and prevail which best expresses the social necessity.

The level of democratism in the faculty fundamentally determines the fullness of democracy within school life as a whole, an organic part of which is the relationship between teachers and students. The socialist teacher-student relationship cannot mean some sort of rigid, absolute subordination. What is involved here is a common interest being realized in a unique system of rights and obligations guided by the same goals. Within this the students have an obligation to master definite information but at the same time they have an interest in the development of a conditions system for instruction and--within given frameworks--they must receive the right to express this interest. It is a basic question of school democratism that the students be made aware of this interest and that their activity develop on this basis.

There is an ever-growing awareness in the schools of Nograd Megye that every view which limits the role of the students to passive acceptance is false. It is not by chance that good results are achieved precisely where this view can be developed in the class collectives and within individual students. "Without ignoring the realities and taking into consideration the characteristics of their age we must treat the students as partners," Miklos Balogh emphasized. "In our trade secondary school the school leadership not infrequently submits alternative proposals to the student communities and leaves the decision to them." Naturally, the age of the students has a substantial influence on this relationship and obviously it is realized differently in the lower and upper grades of general school and differently again in the several years of secondary school.

It still happens that some teachers have a real fit over the independent initiatives of students or their sometimes critical ideas touching study conditions. But the example of the best teachers and instructors shows that he can achieve truly lasting results who consciously builds on such actions and fits them into his pedagogical activity. But those participating in our conversations also pointed out that this is far from being a simple problem. The party organization can help in its solution not only by emphasizing the need to express student interests but also by bringing in the youth organization so that the participation of the students should be imbued by an appropriate awareness of responsibility and so that these expressions should remain within the bounds of school order and discipline.

In the political guidance of the school youth organizations it is very essential to see that the students understand the essence of democratism. It is hardly an exaggeration to say that this is one of the most sensitive questions of school life; there are no few stumbling blocks, and this requires great attention and care from the political and movement organizations. It is in no small part dependent on this that this positive process be accompanied by ever fewer negative phenomena. In the upper classes of secondary school especially it is necessary to remember that the age of life requires a unique pedagogical approach.

The expression of student opinion cannot be limited to this or that form. "The children must feel that we are counting on their opinions not only on particular occasions, for example at student parliaments, but rather constantly, continuously," the director of the Tancsics Trade Secondary School emphasized. Their independence and independent activity are especially indispensable in the various special clubs and groups. The youth movement can carry out its mission only if the young people themselves can take care of their own affairs—naturally, not left on their own. Those participating in our conversations said that a very important role is played in this by the teachers acting as advisers or patrons to the youth movement and by the personal style of work and methods of the class chiefs.

The school is the immediate operational area of the teachers. But, naturally, they also are affected by the broader environment. For this reason, when organizing political work, attention must be devoted to the problems of the broader environment, the country and world also. Experience proves that a considerable number of teachers are public life people; social activity is a natural need for them. But this does not relieve the party organizations of the responsibility of deliberately strengthening this need and taking care that the activity is manifested amidst appropriate frameworks.

One cannot agree with the practice of a few regional party organizations whereby teachers are regarded as maids-of-all-work, trying to give them so many jobs that this interferes with the fulfillment of their school responsibilities. And we certainly cannot approve if this becomes, somewhere, the chief standard for a political judgment of a teacher. However significant some public life assignment may be what is primary and fundamental in judging the activity of a teacher is how he carries out his chief obligation, at what level and with what awareness of vocation he does his instructional-educational work.

The party organizations should turn more attention to state-authoritative guidance of the schools. To no small extent the level of instructional-educational work depends on this. The council organs have a basic obligation to ensure the conditions needed to operate the schools. The party organizations should not tolerate the official insolence which can still be experienced in places, the bureaucracy which afflicts the work of the teachers.

Successful pedagogical activity also requires looking outside the walls of the school. Especially in our day when masses of information--including political information--are reaching the students. The contemporary world and the internal situation of our homeland are further increasing the social openness of the school. So the school party organization must turn greater attention to the guidance and organization of ideological-political work, to strengthening the political atmosphere.

The information which we obtained in Nograd Megye and the lessons of our conversations naturally do not embrace every area of school party work. We have tried only to highlight the most essential interdependencies. Every school party organization must now review those conditions amidst which it must work in the new school year and must determine its tasks deriving therefrom. The positions taken by the 12th congress and the rich thoughts of the congresses of various social organizations and movements provide adequate guidance for this.

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## YOUTH'S VIEWS OF RELIGION VS SCIENCE EXAMINED

Warsaw GLOS NAUCZYCIELSKI in Polish No 23, 8 Jun 80 pp 6.

[Article by Zenon Kawecki: "The Youth's View of the World"; passages enclosed in slantlines printed in boldface"]

[Text] /In discussing our youth, its attitudes, views and relations with the world and other people it is often saddled with blame for being too eager to conform, being egoistic in the sphere of social relations and lacking ideals. This harsh appraisal is made very often, whereas our factual knowledge is rather modest. In putting forth our assessment, we proceed from our own experience, since not too many works contributing to our knowledge of contemporary youth have been published. The lack of such works is felt primarily by the teachers and educators, who do not find enough support on the part of science in their practical activities. Deficiencies in the study of youth are common.

To satisfy this need, the research of the worldview of the youth has been carried out by the Institute of Fundamental Problems of Marxism-Leninism of the CK of PWP among 12,500 students of secondary schools (lower and senior classes). The article by Doctor Zenon Kawecki attempts to answer the question about the views of the world represented among the school students./

With an eye to determining fundamental convictions of the secondary school seniors, their opinions have been solicited on the content of the religious doctrine and the scientific worldview, such as the genesis of the world, regularity of its development, origination of the human race, mutual relationship of religion and science, role of religion in human life, gnostic possibilities of science and sources of social evil. It had been assumed that acceptance or negation of alternative statements offered for selection was a substantial indicator of identification with a certain worldview: religious or scientific. /Primarily, an answer was sought to the following question: to what degree the ideas of respondents about the natural and socio-cultural reality are moulded by the influence of the religious doctrine and to what degree - by the influence of lay science and culture?/ What is the scope of coexistence of religious and scientific views in the consciousness of seniors studied and what are the reasons for it?

As the answers received in the study suggest, the content of the religious doctrine is approved unambiguously (the answer "yes, of course") by definitely a minority of respondents. Specifically, the following are negated: the dogma of original



sin, the statement that the achievements of science bear out the truth of the religious worldview, the assertion that only religion can make human life meaningful, the belief in the supernatural life. Nonetheless, the views held by the seniors on ontological problems (existence of Providence, creation of the world) and especially the view of religion as a phenomenon necessary in the life of mankind and the ones that can be reconciled with science, are to a large degree influenced by the teachings of the [Catholic] church. The influence of church doctrine also shapes the conviction stating that many of the yet unexplained natural phenomena will forever remain a mystery for man. In the light of the respondents' answers it can be inferred that for many of them religion is a factor helpful in understanding "mysteries" of the world and putting this world in order, eliminating chaos and chance. For a significant segment, it is also a value providing a deeper meaning to the existence of man. Also of note is the skepticism of the research sample in assuming an attitude towards provided statements of the religious worldview. This has found its expression in a large share of "rather yes" answers.

The data also suggest, that the attitude of seniors to certain scientific statements is differentiated according to the character of these statements. Most often approved are the views evidently borne out by everyday practice which, at the same time, do not openly contradict the fundamentals of religious worldview. Thus, a decisive majority of the respondents accept the Marxist thesis on the roots of social evil, state that the future of mankind depends on the people themselves and agrees with the statement that everything in nature goes according to the laws of its development. The majority of the sample is also optimistic about the gnostic opportunities of science, it states that the meaning of life can be found independently of religion, admits the correctness of the theory of evolution and holds the opinion that achievements of science prove the correctness of materialistic worldview.

At the same time, the least approved are the statements removed from empirical experience and clearly contradicting the principles of religion. This concerns, specifically, the opinion on eternity and non-creation of the world and the thesis about the withering of religion in the society of the future.

The distribution of agnostic attitudes (answer "I do not know") also deserves mentioning. The share of such answers is much higher in response to the statements further removed from everyday experience and at the same time carrying a definitively atheistic message. Surely, a certain influence is exerted here by "mental reservation" towards accepting the views which, to be sure, are supported by science or everyday practice, but are not approved by the immediate social milieu.

A correlation study shows that the worldview of the youth is not a coherent system. Instead of a collective of postulates unified into a cohesive worldview, it comprises the views of different, and sometimes fundamentally conflicting schools of thought which mutually coexist. Such a coexistence embraces not only the opinions which are not in mutual fundamental disagreement, but also the directly contradictory assertions, which often times create a logically unexplainable compromise. For example, one-fourth of the sample reconciles in its subjective attitude the religious dogma of the creation of the first humans with the theory of evolution,

or the religious view on the existence of the phenomena which can only be explained by the action of supernatural forces with the scientific thesis that everything in nature goes according to the laws of its development. For many respondents, the statement of science and law are reconcilable.

In the light of collected material, this phenomenon might be explained by the following hypotheses:

/Firstly/, much of the younger generation is simply not aware of the existence of contradictions between religion and science or treats these as a natural phenomenon proceeding from the precepts of the "dual truth" theory. It can also be determined that in the mind of these seniors there is a certain separation of the knowledge gained in school from the religious belief instilled in their childhood. The most often used device of reconciling scientific and religious views is found in separating the problems of everyday life from the problems of faith, lack of deliberation on the mutual interrelation of these two spheres. However, it is primarily explained by the knowledge gained in the process of learning being translated into a worldview convictions to an insufficient degree. This attests to the shortcomings of the educational system.

/Secondly/, a significant segment of the seniors display a tendency to reconcile science and religion willingly, being prompted to do so by various considerations. First of all, it must be taken into account that the shaping of the personality of young people is influenced by the [Catholic] Church, attempting to reinforce their religious feeling through catechism, and, specifically, to prove that there are not and should not be any contradictions between religion and science. The dissemination of this attitude is facilitated by the lack of appropriate counteraction of lay institutions and also the inadequate knowledge in the sphere of natural and social sciences.

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/The research shows that the problems associated with the worldview matter prominently in the interests of the youth. A proof of that is presented by several thousand questions voiced by the young people, answers to which they would like to obtain/. Among the most often repeated are the questions concerning the scientific-naturalist view of the world, problems of religion and religiosity, the meaning of life and also ethics and morality. The content and wording of these questions and especially the motives offered along with the questions reveal that in its search for worldview options the young generation often runs into significant difficulties it cannot overcome.

The seniors pay special attention in their questions to ontological issues. They desire to reveal the origin of existence, to learn the rules and premises of the development of the world and universe, and to gain reliable knowledge of the essence of life and the origin of man. They want to know whether the universe has been really created by God or, as the materialistic philosophy states, has always existed. How in the world has our existence and our meditation on the meaning of our life come about? Is there really God and if yes, what is his attitude towards the world? The seniors are interested in the present state of knowledge about these issues and in those existing theories or hypotheses which are more reliable

in the light of achievements of contemporary science, also, in what probable ways these issues can be solved by science in the future.

The majority of those asking questions clearly show signs of trying to assert the validity of religious teachings, and, specifically, to eradicate some doubts. This is why they ask: "Is science capable of proving that God exists?", "How did the world come about?", "Is there life after death?", "Is human life in the hand of Providence?", "How can the thesis on the eternal existence of matter be justified, when everything around us has its beginning and the end of its existence?"

"Does not science really recognize the religious concept of the world?". Questions of this sort are numerous; what draws attention, is the fact that those asking the questions, in spite of declaring themselves "believers," are not totally convinced that the religious attitude is correct.

/A substantial segment of the seniors approved of the scientific viewpoint. However, their statements testify that they do not yet possess the appropriate wealth of scientific knowledge, though they lean towards the interpretations of materialistic philosophy/. Accordingly, they take interest in the latest achievements of science striving to reinforce their materialistic worldview. The interests of these respondents are expressed in the following questions: "What are the latest achievements of science in defining the origin of the universe and the human species?" "How can it be proven that the religious interpretations of the origin of the world and the universe contradict the findings of science and, consequently, are untrue?", "How come people still believe in what religion teaches on the origin of the world, man and life on Earth?"

At last, there are those who do not take a definite stand on the ontological issues, but strive vigorously to make their position more precise. These respondents are interested in how it really is, who, after all, has the truth—science or religion, whether the existing theories and hypotheses will not be the subject to radical change in the future? Characteristically, these seniors voice reservations about the religious as well as scientific interpretations.

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/Specifically the problem of antropogenesis is the hub of the seniors' interests. At issue is the solution to the debate on whether the human species has been created by God or has been separated from the animal kingdom in the process of evolution?/ The latter theory often draws critical remarks, showing that it is understood by a part of the younger generation in a simplified manner.

Cognitive difficulties are also associated with the issues of human existence. The seniors ask: "Does biological death equal the total end of an individual life, or is there life after death?", "Does man have a soul?", "Does human fate depend on the people themselves or on some supernatural factors?". It can be conjectured from the wording and essence of the questions posed that the young people do not have adequate knowledge of the material base of superior nervous functions, nor are they acquainted with the Marxist theory of personality. This facilitates the retention in their mind of idealistic views based on the religious tradition. This is especially so with regard to the issues of the meaning of life, which are



relatively seldom propagated on the Marxist-Leninist basis, but are discussed by Catholic theoreticians.

The young people desiring to enhance their knowledge of the surrounding reality are not spurred exclusively by cognitive goals, but primarily by utilitarian ones. Such knowledge is necessary in their opinion, in order to grasp the meaning of life and to take rational actions. Feeling uneasy about their status and place in the world, they search for scientific solutions. Vulgarized concepts of development, narrowing the meaning of life down to the struggle for welfare, work and natural aspects of individual human do not strike a chord in their hearts. At the same time, they doubt the correctness of religious concepts. They look for something more sublime, humanistic and optimistic in the human nature itself. This position seems to be characteristic of the period when a traditional set of concepts of the world and of the meaning of life has been abandoned whereas the scientific-materialistic worldview has not yet taken root. This worldview, on top of that, is sometimes simplified in the process of instructing and educating our youth.

The research proves that the traditional worldview of youth is definitely on the course towards internal disintegration, in other words, a process is going on in which the role and meaning of religious concepts are reduced while the role and meaning of the scientific materialistic concepts are on the rise. This is borne out by the comparison of study results on the mentality of lower class and senior class students. It turns out that the worldview convictions of seniors are to a lesser degree derived from religious motivation than those of lower class students. It can be asserted that the further into the course of studies a student is the more rational concepts of the world, of its development, and of the role and place of man in reality penetrate the system of religious interpretations facilitating the shaping of scientific views. This is not to say that reverse processes do not take hold among a segment of the youth, these processes being based on the "rationalization" of their religious worldview, or in such an interpretation of the data of natural science and achievements of humanities which leaves them in agreement with the teaching of the [Catholic] church. These tendencies surface most markedly in the group of persons declaring regular participation in Bible study sessions.

On the basis of the questions and answers provided by the respondents, the following aspects of worldview confrontation and, therefore, directions of activity in shaping the scientific worldview of the youth may be outlined.

/Philosophical interpretation of the achievements of contemporary science is the first such aspect. Propagating positive knowledge is no longer enough. It should also be accompanied by philosophical generation of the freshest scientific achievements/. Specifically, materialistic interpretations should be sought for discoveries in physical sciences, astronomy and biology. Quite a few idealistic interpretations can be mentioned in association with the discovery of antiparticles, of new facets of casual links in the microworld, of interdependence of space and time, as well as the discovery of new worlds beyond our galaxy, genetic code and other such phenomena. These serve as a basis for trumpeting "the doom of materialism" and for justifying the "correctness" of idealistic concepts.



/Another aspect of the worldview confrontation is represented by the problems of the meaning and goals of life/. It seems that we have all the prerequisites for mounting a more efficient attack in exactly this terrain with regard to criticism of both the theological concepts and contemporary bourgeois concepts.

Not only do we have the Marxist theory of shaping the "fully developed" and "harmonious" man, participating actively in economic, socio-political and cultural life, but we can also boast substantial practical progress in the field of humanization of interpersonal relations and of overcoming social barriers on the road to the full liberation of man.

The goal is to make the young people comprehend the world according to the empirical information provided by concrete sciences and to the theoretic generalizations correctly drawn from this information, to interpret to themselves scientifically the way in which the evolution of matter has brought about the advent of life and later on of man, of social development and the mental life of an individual. It also includes the understanding of how the subjective material activity of man (producing practice) lies at the root of the development of the spiritual life of mankind and being able to explain to themselves the way in which certain myths, ideological delusions and other forms of false consciousness appear to be the distorted images of certain social links and conditions of existence. The goal is also to endow them with rational views on what is most valuable, what is worth living for, what moral values should be given priority, what to aspire to in life and how the proposed goals can be achieved. Worldview education should be treated as an integral part of the all-society activity for the cause of accelerating the implementation of socialism, especially the propagation of the ideologico-moral values of socialist humanism.

9761

CSO: 2600/5

DECREE ON MINISTRY OF MACHINE TOOL INDUSTRY, ELECTRICAL ENGINEERING, ELECTRONICS

Bucharest BULETINUL OFICIAL in Romanian Part I No 69, 8 Sep 81 pp 4-7

[Decree No 268 of the State Council on the Organization and Operation of the Ministry of the Machine Tool, Electrical Engineering and Electronics Industry]

[Text] The State Council of the Socialist Republic of Romania decrees:

Chapter I  
General Provisions

Article 1. The Ministry of the Machine Tool, Electrical Engineering and Electronics Industry implements the policy of the party and state in the field of the industry of the building of machine tools, electrical engineering and electronics, precision machinery and special equipment.

The Ministry of the Machine Tool, Electrical Engineering and Electronics Industry fulfills the function of coordinating central body for the activities in its field with regard to all socialist units subordinate to the central or local state bodies and to the cooperative organizations and the other public organizations.

Article 2. The Ministry of the Machine Tool, Electrical Engineering and Electronics Industry manages, guides and supervises the activity of the industrial centrals, of the units equivalent to them and of the other units subordinate to it and is responsible, as plan titular, for the fulfillment of the plan for its entire activity.

Article 3. The Ministry of the Machine Tool, Electrical Engineering and Electronics Industry provides in its activity for the application of the laws, the decrees, and the decisions of the Council of Ministers.

Article 4. The Ministry of the Machine Tool, Electrical Engineering and Electronics Industry collaborates with the other ministries and central bodies and with the local bodies in order to fulfill the duties that devolve upon it.

Chapter II  
Duties

Article 5. The Ministry of the Machine Tool, Electrical Engineering and Electronics Industry has the following main duties:

A. It provides and is responsible, within the framework of the sole national plan for economic and social development, for the development at a steady rate of the production of machine tools, precision machinery, tools for the machining of metal, hydraulic and pneumatic equipment, electric machines and apparatus, transformers, electronics, computer technology, equipment and apparatus for telecommunications and automation, medical technology and special equipment, for which purpose:

a) It prepares development programs and studies taking into account the orientations and trends on a world level in technical progress and the prospects of developing the deliveries of products on its manufacturing list, on the domestic and foreign market;

b) It prepares the drafts of the annual and long-term plans, and the special programs for products, groups of products and activities, on the basis of its own studies and the proposals of the subordinate units;

c) It allots the economic and financial plan indicators to the subordinate units;

d) It provides for the diversification of production and the continual raising of the qualitative characteristics of the products, in order to satisfy the needs of the national economy and increase their competitiveness on the international market;

e) It analyzes the periodic reports and balance sheets of the subordinate units and prepares the ones that involve the activity of the whole ministry;

f) It approves the technical and economic studies for the assimilation of new products of great importance;

g) It establishes the need for circulating funds for the subordinate units, in accordance with the legal norms;

h) It pursues and is responsible for the fulfillment of the indicators that devolve upon it from the sole national plan for economic and social development and the state budget, periodically informing the Council of Ministers;

i) It prepares and executes, in accordance with the law, the income and expense budget for the central administration of the ministry and of the subordinate budgetary units.

B. It is responsible, together with the plan titulars, for the preparation of the draft plan in branch form, providing for the balanced development of the branch.

C. It guides, supervises and provides, in the whole of the branch, for the rational utilization of the means of production, the introduction and expansion of new techniques, the assimilation of new products and the improvement of existing products, the providing of the continual raising of the quality of the products, the growth of labor productivity and the reduction of costs, and the specialization, cooperation and development of the existing units.

D. It provides for the specialization of production and the cooperation between the units subordinate to it and those of other central and local bodies.

E. It coordinates, guides, supervises and provides for the rational use of equipment and the fulfillment of the plan for capital repairs on it.

F. It coordinates and guides the activity of research, technological engineering and design in the subordinate units and that of those in the province of the branch and takes steps to supply them with necessary technical-material means and increase their efficiency. It keeps track of the results of the scientific research and is responsible for their utilization. It concerns itself with the introduction of technical, scientific and economic progress into the subordinate units and the coordinate ones. It organizes the technical documentation activity specific to its field of activity and provides information to the subordinate units about the trends in technical and scientific progress on a national and world level.

G. It organizes and coordinates the activity of economic, technical and scientific collaboration and cooperation with other ministries and central bodies in the country and with partners from abroad, in its field of activity. It provides and is responsible for the application of the international conventions and agreements concerning the activity of the ministry. It supervises and provides for the fulfillment of the obligations that result from them.

H. It prepares the export plan, makes proposals regarding the proportions, structure and orientation of the trade exchanges in prospect and is responsible for the fulfillment of the export tasks that devolve upon it.

I. It guides and coordinates the activity of organization of production and labor, both in the subordinate units and in those in the province of the branch. It organizes the activity of preparing, applying and supervising the work quotas and rates for all categories of personnel in its sphere of activity. It organizes the preparation of uniform work quotas and rates in the economy for the work for which it is established that it is an initiator. It approves the specific methodologies of quota and rate setting and the uniform quotas and rates in the branch, subbranches and other activities and supervises their manner of application. It promotes the introduction of modern methods and techniques into the organization and management of the economic units and of production.

J. It guides the activity of invention and innovation and concerns itself with the generalization of the most important achievements. It makes proposals regarding the matters of typification and standardization. It coordinates and supervises the activity of metrology in the subordinate units.

K. It organizes the writing of the works regarding the need for raw materials, supplies and equipment, for the subordinate units, whose balances are approved by the Council of Ministers, ministries or other central bodies and allocates the quantities provided in the balances to the industrial centrals and the units equivalent to them. It provides for the balancing of the balances for raw materials, supplies and equipment in its jurisdiction. It prepares the balance sheets of materials for the products for which it is a coordinator. It is responsible for the observance of the consumption rates for raw materials, supplies and fuel. It is responsible for the recovery and utilization of reusable material resources.

L. It exercises, in accordance with the law, the powers concerning prices and rates in its branch and subbranches of activity.

M. It provides for the application of the policy of the party and state on personnel matters, for which purpose:



a) It establishes uniform criteria for selecting, training, improving and promoting the personnel in its branch and subbranches of activity and supervises their application;

b) It establishes the need for personnel in prospect and takes steps to train them, in accordance with the law;

c) It hires personnel for its own apparatus. It appoints the management bodies of the centrals, the equivalent units and the other directly subordinate units;

d) It organizes and provides for the improvement of the training of the management personnel and the specialists.

N. It participates in the preparation of the proposals regarding the improvement of the elements of the pay system, organizing the making of studies for this purpose. It provides for the uniform application of the elements of the pay system for the branch and the coordinate subbranches. It establishes general measures for continually improving the working and living conditions of the personnel.

O. It establishes, in accordance with the law, measures regarding labor protection and provides the best working conditions for the prevention of work accidents and occupational illnesses, at the subordinate units.

P. It fulfills any other duties provided by law.

### Chapter III Organization and Operation

Article 6. The Ministry of the Machine Tool, Electrical Engineering and Electronics Industry is managed by the management council, which decides on the general matters concerning the activity of the ministry. The collective leadership of the operational activity of the ministry and the providing of the implementation of the decisions of the management council are achieved through its executive bureau.

The management council of the ministry and its executive bureau, bodies with a deliberative character, are organized and operate in accordance with Decree No 76/1973 on the Management of the Ministries and the Other Central Bodies of the State Administration on the Basis of the Principle of Collective Leadership.

Article 7. The minister informs the management council of the ministry about the main problems solved in the period between meetings.

Article 8. The Ministry of the Machine Tool, Electrical Engineering and Electronics Industry has in its management one minister, four deputy ministers and one state secretary.

The deputy ministers and the state secretary are appointed by means of a presidential decree, and their duties are established by the management council of the ministry.

Article 9. The minister represents the ministry in relations with the other bodies and organizations in the country and in international relations.

Article 10. Within the Ministry of the Machine Tool, Electrical Engineering and Electronics Industry, there is organized and operates, in accordance with Decree No 78/1973, the Technical and Economic Council, a working body alongside the collective leadership bodies of the ministry.

Article 11. The Ministry of the Machine Tool, Electrical Engineering and Electronics Industry has the following organizational structure:

- a) The General Directorate for the Plan, Development, and Production Supervision;
- b) The Technical Directorate;
- c) The Directorate for Investments, Repairs, Machinery and Power;
- d) The Directorate for International Economic Cooperation, Foreign Trade, Supply and Sales;
- e) The Directorate for Organization, Control, Personnel, Instruction and Wages;
- f) The Directorate for Finances and Prices;
- g) The Secretariat and Administrative Service.

The organizational structure according to work departments and the maximum number of personnel in the apparatus of the ministry are those provided in appendices 1 and 2.\*

Article 12. The Ministry of the Machine Tool, Electrical Engineering and Electronics Industry has subordinate to it industrial centrals and units equivalent to them, enterprises, scientific-research, technological-engineering and design units, other economic units, budgetary units, specialized secondary schools and vocational schools for the training of specialized personnel.

Article 13. The Ministry of the Machine Tool, Electrical Engineering and Electronics Industry has directly subordinate to it the units mentioned in Appendix 3.

Article 14. The duties and the standards for operation of the units mentioned in Article 11 are established by the management council of the ministry, in accordance with the legal norms.

#### Chapter IV Final Provisions

Article 15. It is approved that in the Technical Directorate, for the activities of technical preparation, coordination and supervision of the manufacture of equipment for nuclear electric power stations, there may be utilized two posts of principal engineer, physicist and chemist I and four posts of principal engineer, physicist and chemist II over the total number set for the apparatus of the Ministry of the Machine Tool, Electrical Engineering and Electronics Industry, through the application of the provisions of Law No 57/1974 on Payment According to the Quantity and Quality of Labor.

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\* Appendices 1 and 2 are communicated to the institutions involved.

Article 16. The personnel who move from the Ministry of the Machine Building Industry to the Ministry of the Machine Tool, Electrical Engineering and Electronics Industry are considered transferred in the interest of service.

Article 17. The personnel transferred in the interest of service, or moved in the same unit, to positions with lower pay levels, and the personnel becoming available, as a result of the application of the provisions of the present decree have the rights provided in Article 21 of Decree No 162/1973 on the Establishment of the Uniform Structural Standards for the Economic Units.

Article 18. The Ministry of the Machine Tool, Electrical Engineering and Electronics Industry is equipped with three automobiles for transportation of persons, for its own apparatus.

Article 19. The State Planning Committee and the Ministry of Finance, on the basis of the proposals of the Ministry of the Machine Tool, Electrical Engineering and Electronics Industry and the other central bodies involved, will submit for approval the changes that result from applying State Council Decree No 265/1981 on the Founding of the Ministry of the Machine Building Industry and the Ministry of the Machine Tool, Electrical Engineering and Electronics Industry and the present decree, in the sole national plan for economic and social development for 1981 and for the 1981-1985 period and in the state budget.

Article 20. The provisions of laws, decrees and other regulatory acts referring to the Ministry of the Machine Building Industry apply accordingly to the Ministry of the Machine Tool, Electrical Engineering and Electronics Industry, organized in conformity with the present decree, in accordance with its object of activity.

Article 21. Appendices 1-3 are an integral part of the present decree.

Nicolae Ceausescu,  
chairman  
of the Socialist Republic of Romania

Bucharest, 8 September 1981.  
No 268.

Appendix 3.

#### The Units

Directly Subordinate to the Ministry of the Machine Tool, Electrical Engineering and Electronics Industry

#### I. Industrial Centrals

1. The Bucharest Industrial Central for Machine Tools
2. The Bucharest Industrial Central for Precision Machinery
3. The Bucharest Industrial Central for Machines and Equipment for Light Industry
4. The Craiova Industrial Central for Electric Machines and Apparatus

5. The Bucharest Industrial Central for Motors and Electrotechnical Materials
6. The Bucharest Industrial Central for Electronics and Computer Technology
7. The Bucharest Industrial Central for Telecommunications and Automation Equipment
8. The Bucharest Industrial Central for Special Equipment

## II. Scientific Research, Technological Engineering and Design Institutes

1. The Bucharest Central Institute for Machine Tools, Electrical Engineering and Electronics
2. The Bucharest Scientific Research and Technological Engineering Institute for the Electrical Engineering Industry
3. The Bucharest Institute for Technological Engineering and Design of Machine Tool, Electrical Engineering and Electronics Enterprises

## III. Other Units

1. The Bucharest Computer Center

12105

CSO: 2700



DECREE ON ORGANIZATION, OPERATION OF MINISTRY OF MACHINE BUILDING INDUSTRY

Bucharest BULETINUL OFICIAL in Romanian Part I No 69, 8 Sep 81 pp 1-4

[Decree No 267 of the State Council on the Organization and Operation of the Ministry of the Machine Building Industry]

[Text] The State Council of the Socialist Republic of Romania decrees:

Chapter I  
General Provisions

Article 1. The Ministry of the Machine Building Industry implements the policy of the party and state in the field of the industry of the building of complex technological equipment, petroleum and mining machines and equipment, machines and equipment for construction, agricultural machines, means of transportation, aircraft, bearings and assembly parts.

The Ministry of the Machine Building Industry fulfills the function of coordinating central body for the activities in its field with regard to all socialist units subordinate to the central or local state bodies and to the cooperative organizations and the other public organizations.

Article 2. The Ministry of the Machine Building Industry manages, guides and supervises the activity of the industrial centrals, of the units equivalent to them and of the other units subordinate to it and is responsible, as plan titular, for the fulfillment of the plan in its field of activity.

Article 3. The Ministry of the Machine Building Industry provides in its activity for the application of the laws, the decrees, and the decisions of the Council of Ministers.

Article 4. The Ministry of the Machine Building Industry collaborates with the other ministries and central bodies and with the local bodies in order to fulfill the duties that devolve upon it.

Chapter II  
Duties

Article 5. The Ministry of the Machine Building Industry has the following main duties:

A. It provides and is responsible, within the framework of the sole national plan for economic and social development, for the development at a steady rate of the production of complex technological equipment for the petroleum and mining, power (including nuclear), metallurgical, chemical and petrochemical, construction-materials and food industries and the production of means of rail, automotive, ship and air transportation and systems of construction and agricultural machines, bearings and assembly parts, for which purpose:

a) It prepares development programs and studies taking into account the orientations and trends on a world level in technical progress and the prospects of developing the deliveries of products of the industry of the building of machines, heavy equipment and complex technological equipment and aeronautics, on the domestic and foreign market;

b) It prepares the drafts of the annual and long-term plans and allots the economic and financial plan indicators to the subordinate units;

c) It provides for the diversification of production and the raising of the qualitative characteristics of the products, in order to satisfy the needs of the national economy and increase their competitiveness on the international market;

d) It is responsible for the observance of the consumption rates for raw materials, supplies and fuel, takes steps to continually reduce the material, power and labor consumptions, and provides for the recovery and utilization of reusable material resources;

e) It is responsible for the attainment of the planned production and for the fulfillment of the other indicators that devolve upon it from the sole national plan for economic and social development and the state budget, periodically informing the Council of Ministers;

f) It approves the technical and economic studies for the assimilation of new products of great importance;

g) It establishes the need for circulating funds for the subordinate units, in accordance with the legal norms;

h) It analyzes the periodic reports and balance sheets of the subordinate units and prepares the ones that involve the activity of the whole ministry;

i) It prepares and executes, in accordance with the law, the income and expense budget for the central administration of the ministry and of the subordinate budgetary units.

B. It organizes and coordinates the execution of complex installations. It is responsible for the achievement on schedule and under good conditions of the complex installations that are in its own manufacturing plan, both for domestic needs and for exportation.

C. It prepares the export plan, makes proposals regarding the proportions, structure and orientation of the trade exchanges in prospect and is responsible for the fulfillment of the export tasks that devolve it. It is responsible for the fulfillment of the tasks of international economic cooperation in its field of activity.

D. It organizes and coordinates the activity of economic, technical and scientific collaboration and cooperation with other ministries and central bodies in the country and with partners from abroad, in its field of activity. It provides and is responsible for the application of the international conventions and agreements concerning the activity of the ministry. It supervises and provides for the fulfillment of the obligations that result from them.

E. It is responsible, together with the plan titulars, for the preparation of the draft plan in branch form, providing for the balanced development of the branch.

F. It guides, supervises and provides, in the whole of the branch, for the rational utilization of the means of production, the introduction and expansion of new techniques, the assimilation of new products and the improvement of existing products, the continual raising of the quality of the products, the growth of labor productivity and the reduction of costs, and the specialization, cooperation and development of the existing units.

G. It coordinates and guides the activity of scientific research, technological engineering and design in the subordinate units and that of those in the province of the branch and takes steps to supply them with necessary technical-material means. It keeps track of the results of the scientific research and is responsible for their utilization. It concerns itself with the introduction of technical, scientific and economic progress into the subordinate units and the coordinate ones. It organizes the technical documentation activity specific to its field of activity and provides information to the subordinate units about the trends in scientific and technical progress on a national and world level.

H. It guides the activity of invention and innovation and concerns itself with the generalization of the most important achievements. It makes proposals regarding the matters of typification and standardization. It coordinates and supervises the activity of metrology in the subordinate units.

I. It guides and coordinates the activity of organization of production and labor, both in the subordinate units and in those in the province of the branch. It organizes the activity of preparing, applying and supervising the work quotas and rates for all categories of personnel in its sphere of activity. It organizes the preparation of uniform work quotas and rates in the economy for the work for which it is established that it is an initiator. It approves the specific methodologies of quota and rate setting and the uniform quotas and rates in the branch, subbranches and other activities and supervises their manner of application and promotes the introduction of modern methods and techniques into the organization and management of the economic units and of labor.

J. It organizes the writing of the works regarding the need for raw materials, supplies and equipment, for the subordinate units, whose balances are approved by the Council of Ministers, ministries or other central bodies and allocates the quantities provided in the balances to the industrial centrals and the units equivalent to them. It provides for the balancing of the balances for raw materials, supplies and equipment in its jurisdiction. It prepares the balance sheets of materials for the products for which it is a coordinator.

K. It coordinates, guides, supervises and provides for the rational use of equipment and the fulfillment of the plan for capital repairs on it.

L. It exercises, in accordance with the law, the powers concerning prices and rates, in its branch and subbranches of activity.

M. It provides for the application of the policy of the party and state on personnel matters, for which purpose:

a) It establishes uniform criteria for selecting, training, improving and promoting the personnel in its branch and subbranches of activity and supervises their application;

b) It establishes the need for personnel in prospect and takes steps to train them, in accordance with the law;

c) It hires personnel for its own apparatus. It appoints the management bodies of the centrals, the equivalent units and the other directly subordinate units;

d) It organizes and provides for the improvement of the training of the management personnel and the specialists.

N. It participates in the preparation of the proposals regarding the improvement of the elements of the pay system, organizing the making of studies for this purpose. It provides for the uniform application of the elements of the pay system for the branch and the coordinate subbranches. It establishes general measures for continually improving the working and living conditions of the personnel.

O. It establishes, in accordance with the law, measures regarding labor protection and provides the best working conditions for the prevention of work accidents and occupational illnesses, at the subordinate units.

P. It fulfills any other duties provided by law.

### Chapter III Organization and Operation

Article 6. The Ministry of the Machine Building Industry is managed by the management council, which decides on the general matters concerning the activity of the ministry. The collective leadership of the operational activity of the ministry and the providing of the implementation of the decisions of the management council are achieved through its executive bureau.

The management council of the ministry and its executive bureau, bodies with a deliberative character, are organized and operate in accordance with Decree No 76/1973 on the Management of the Ministries and the Other Central Bodies of the State Administration on the Basis of the Principle of Collective Leadership.

Article 7. The minister informs the management council of the ministry about the main problems solved in the period between meetings.

Article 8. The Ministry of the Machine Building Ministry has in its management one minister and six deputy ministers.

The deputy ministers are appointed by means of a presidential decree, and their duties are established by the management council of the ministry.



Article 9. The minister represents the ministry in relations with the other bodies and organizations in the country and in international relations.

Article 10. Within the Ministry of the Machine Building Industry, there is organized and operates, in accordance with Decree No 78/1973, the Technical and Economic Council, a working body alongside the collective leadership bodies of the ministry.

Article 11. The Ministry of the Machine Building Industry has the following organizational structure:

- a) The General Directorate for the Plan and Development;
- b) The General Directorate for International Economic Cooperation and Foreign Trade;
- c) The Technical Directorate;
- d) The Directorate for Investments, Machinery and Power, and Repairs;
- e) The Directorate for Supply and Sales;
- f) The Directorate for Organization, Control, Personnel, Instruction and Wages;
- g) The Directorate for Finances and Prices;
- h) The Secretariat, Administrative, Legal and Arbitration Service.

The organizational structure according to work departments and the maximum number of personnel in the apparatus of the ministry are those provided in appendices 1 and 2.\*

Article 12. The Ministry of the Machine Building Industry has subordinate to it industrial centrals and units equivalent to them, enterprises, scientific-research, technological-engineering and design units, other economic units, budgetary units, specialized secondary schools and vocational schools for the training of specialized personnel.

Article 13. The Ministry of the Machine Building Industry has directly subordinate to it the units mentioned in Appendix 3.

Article 14. The duties and the standards for operation of the units mentioned in Article 11 are established by the management council of the ministry, in accordance with the legal norms.

#### Chapter IV Final Provisions

Article 15. It is approved that in the Technical Directorate, for the activities of technical preparation, coordination and supervision of the manufacture of complex installations and equipment for nuclear electric power stations, there may be utilized two posts of principal engineer, physicist and chemist I and four posts of principal engineer, physicist and chemist II over the number set for the apparatus of the Ministry of the Machine Building Industry, through the application of Law No 57/1974 on Payment According to the Quantity and Quality of Labor.

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\* Appendices 1 and 2 are communicated to the institutions involved.

Article 16. The Ministry of the Machine Building Industry is equipped with three automobiles for transportation of persons, for its own apparatus.

Article 17. The personnel who move to the Ministry of the Machine Building Industry are considered transferred in the interest of service.

Article 18. The personnel transferred in the interest of service, or moved in the same unit, to positions with lower pay levels, and the personnel becoming available, as a result of the application of the provisions of the present decree have the rights provided in Article 21 of Decree No 162/1973 on the Establishment of the Uniform Structural Standards for the Economic Units.

Article 19. The State Planning Committee and the Ministry of Finance, on the basis of the proposals of the Ministry of the Machine Building Industry and the other central bodies involved, will submit for approval the changes that result from applying State Council Decree No 265/1981 on the Founding of the Ministry of the Machine Building Industry and the Ministry of the Machine Tool, Electrical Engineering and Electronics Industry and the present decree, in the sole national plan for economic and social development for 1981 and for the 1981-1985 period and in the state budget.

Article 20. The provisions of laws, decrees and other regulatory acts referring to the Ministry of the Machine Building Industry apply accordingly to the Ministry of the Machine Building Industry organized in conformity with the present decree, in accordance with its object of activity.

Article 21. Appendices 1-3 are an integral part of the present decree.

Article 22. State Council Decree No 107/1975 on the Founding, Organization and Operation of the Ministry of the Machine Building Industry, republished in BULETINUL OFICIAL AL REPUBLICII SOCIALISTE ROMANIA, Part I, No 16, 20 February 1979, with the later amendments, is repealed.

Nicolae Ceausescu,  
chairman  
of the Socialist Republic of Romania

Bucharest, 8 September 1981.  
No 267.

#### Appendix 3.

#### The List of the Units Directly Subordinate to the Ministry of the Machine Building Industry

##### I. Industrial Centrals and Units Equivalent to Them

The Bucharest Industrial Central for Power and Metallurgical Equipment and Hoisting Machines

The Bucharest Industrial Central for Technological Equipment and Rolling Stock

The Bucharest Industrial Central for Technological and Chemical Equipment and Refineries

The Ploiesti Industrial Central for Petroleum and Mining Equipment

The Galati Shipbuilding Industrial Central

The Brasov Industrial Central for Motor Vehicles for Transportation

The Brasov Industrial Central for Tractors

The Pitesti-Colibasi Industrial Central for Automobiles

The Brasov Industrial Central for Bearings and Assembly Parts

The Bucharest Group of Enterprises for the Production of Agricultural Machines

The Bucharest National Center of the Romanian Aeronautical Industry

The Arad Group of Enterprises for the Production of Railroad Cars

## II. Scientific Research, Technological Engineering and Design Institutes and Centers

The Bucharest Central Institute for Machine Building, the Office of Documentary Information

The Bucharest Scientific Research and Technological Engineering Institute for the Machine Building Industry

The Bucharest National Institute for Heat Engines (INMT)

The Bucharest Scientific Research, Technological Engineering and Design Institute for Hot Sectors

The Timisoara Institute for Welding and Testing of Materials

The Bucharest Institute for Technological Engineering and Designs of Machine Building Enterprises (ICPM)

## III. Other Units

The Bucharest Enterprise for Special Industrial Construction and Installation (ICSIM)

The Brasov Enterprise for Industrial Construction and Installation (ICIM)

The Bucharest "Industrialexportimport" Foreign Trade Enterprise

The Bucharest "Mecanoexportimport" Foreign Trade Enterprise

The Bucharest Center for Advanced Training of Workers in the Machine Building Industry

12105

CSO: 2700/12

## AGRICULTURAL NEGLECT SEEN AS RESULT OF IDEOLOGICAL EMPHASIS

Bucharest ERA SOCIALISTA in Romanian No 14, 20 Jul 81 pp 4-7

[Article by Alexandru Catana and Doina Catana, Cluj-Napoca: "Scientific Research and Ideology"]

[Text] Science has always been socially conditioned. Scientific theories become integrated into the social conscience, not in the form of purely scientific information, but rather through a given concept of nature and society, a concept which guides all the activities of "knowledge producers" and which forms a veritable "ideologic filter" for their representations. The construction of a theory free from all social conditioning is an absurdity. The social conditioning of science acts a general law, with the ideologic filter operating both in the case of social sciences and of natural sciences. The general nature of the ideologic impact on science is dictated by the latter's single base, the material unity of the world, the unique object of study of science, and the universality of scientific research methods. Although they condition each other, science and ideology remain two relatively independent (but not autonomous) components of social knowledge. Beyond the internal laws which govern evolution, the specific nature of the methods with which they operate, as well as their finality, appear as distinct entities. Thus, while science discovers, demonstrates, and pronounces judgements of reality, ideology interprets, explains, and convinces, transforming judgements of reality into axiological judgements.

## Party Spirit and Scientific Objectivity

Every society has its own scientific and ideologic representations of its operation. Naturally, the dominant representations are the ideal expression of its dominant material relationships, relationships which cause a given social class to be the dominant one: these are the ideas of its domination. The question is to determine in what measure these representations do or do not agree with the objective act of appropriately reflecting social phenomena and processes. In other words, it is a matter of establishing the correlation, specific to each social order, between party spirit and scientific objectivity. In every society, this correlation is structured by certain "pressures" which ideology exerts upon scientific objectivity.

In the doctrine of scientific socialism, the role of the "scientific" attribute is not solely to inform science about socialism, but first and foremost to indicate that for the first time in the development of society, science becomes the



foundation in the practice of building a social order. We believe that the proposition--which has now become a classic one--of transforming science into a direct production force, must be enhanced with the tendency of transforming science into a direct production relationship. Because if production relationships are those established among men in the process of economic production, and if scientific research becomes one of its spheres--closely interconnected with production itself, distribution, sales, and consumption--then it must be agreed that science stimulates and enhances the system of production relationships, while it too becomes a component of the system.

Naturally, the transformation of science into a direct production relationship needs to be interpreted, not from an economist's viewpoint, through the simple and artificial implantation of science into the classic architecture of the system of production relationships, nor through the formulation of its purpose of causing more, better, faster, and higher quality production. Science becomes a component of production relationships because by its means these relationships can be perfected and improved by man through knowledge, understanding, and innovation. The production manifestations of man in socialism do not solely reflect a given economic structure (base), since through the intermediary of science, man can and must predict and generate a new economic quality.

Through the intermediary of technical efforts and technology, science becomes objectified into the material elements of production forces, and through the intermediary of the theories, laws, and rules which it creates, it participates in the economic operation of society, enabling man to play the role of conscious economic subject. Seen from these two standpoints, science is an objective component of both aspects of the production mode, which it stamps with a new, specific, and authentically human quality.

But the objective determination of science must not be limited solely to the economics sphere, since it manifests itself at the level of global social determinism. Thus, beyond its strictly economic aspect, science in socialism expands its direct implications on human personality, contributing to the real assertion of the new man. "In order to operate properly," Marx has said, "the new forces of society need only one thing: new men." (1)

The need for the new men is synonymous with the need for science, and if the latter is itself of human essence, then the building of socialism is conditioned by the very development of science. In the building of socialism as a whole, any active manifestation of man tends to become scientific.

The attraction of all workers into the effort which generates scientific progress, becomes an objectively necessary condition for building the new social order. Acquiring a strong mass nature, under socialism science must become a social practice. It is no longer the prerogative of initiates, but penetrates into increasingly wide strata, strongly affecting the "sense of community." (2) Today, scientific thought attains social dimensions and the language of science becomes universal.

Because the building of the new social order is the result of a scientific, conscious action of the masses, socialism is by excellence a "political society" in which, however, political power is not manifested as class domination, but as a

leadership role, a legitimate political authority. From objects of domination, the people are transformed into subjects of political power. Interested directly and without reserve in promoting scientific knowledge, the working class led by the communist party, promotes in an objectively necessary manner a scientific policy based on an ideology of scientific truth. That which is science and that which is ideology become blended into scientific ideology (3), merging into an inseparable whole which generates a new quality, an ideology in which objective truth is part and parcel of the party spirit.

Through the actual social determination of science and scientific research, socialism thus offers conditions for substantially reducing the pressure generally exerted by society on scientific objectivity. Combining party spirit with scientific rationality, the ideology of the working class is characterized by vast outcroppings of knowledge, since socialism by its very nature offers the possibility to erase the contradiction between scientific values and ideologic values. Under socialism, the science-ideology relationship acquires a harmonizing effect: in order to be humanly verifiable, science cannot bypass the ideologic filter, and in order to be scientifically founded, ideology cannot avoid the "censorship of knowledge."

#### Relationships Between Scientific Values and Ideologic Ones

However, even under the conditions of socialism, the relative independence of science and ideology, as well as the distinct conceptual and methodological systems of these two areas of social conscience, can generate certain opposing forces and contradictory relationships, especially when they are a matter of voluntary interpretation of social reality. The disharmony between scientific rationality and ideology can thus be due primarily to subjective causes.

Under socialism, although the working class acts on the basis of its own ideology, it promotes the fundamental common interests of all social classes, categories, and groups. The economic foundation of all these common interests is the social ownership of the means of production. But socialist property assumes two forms--state and cooperative--which, when taken separately, are the economic foundation of the specific interests of the working class and cooperative peasantry. The dialectic of these interests is such that the economic and social manifestations of the two classes occur first under the direct impetus of specific interests, and only then under that of general interests. (4) The specific interests of the working class are much more similar to the general interests of society, as a result of which society, by virtue of its leadership role, assigns them priority.

It is known for instance, that socialism in developing nations cannot manifest its economic superiority over capitalism, given the absence of its own modern technical-material basis. The creation and development of this basis requires a vast, lengthy, and costly process of industrialization. Because it is of general socioeconomic interest, the need for industrialization has assumed concrete form in a fundamental law of ideology in those socialist nations which have inherited a poorly developed technical-material basis. But the relationship between the ideologic law of industrialization and the actual industrialization process has not been free from contradictions. "In the light of the experience gained from the building of socialism in our country," Nicolae Ceausescu has shown, "it now becomes quite evident that the idea of assigning priority to industrialization at the

expense agricultural development and modernization, has in fact led to neglect of the importance of higher agricultural production. The application of this orientation creates disproportions in the general socioeconomic development and has negative influences on the standard of living of the population." (5) Notable among the negative effects are the lower rate of agricultural development compared to that of industrial development; the allotment to industry of an excessively large proportion of the national income created by agriculture; the lower level of labor productivity in agriculture as compared to that of industry; the defective operation of the contract system for agricultural products; the widening gap between the decreasing manpower in agriculture and the insufficient mechanization of agricultural work; the feminization and aging of the manpower involved in agriculture; the inadequate system for vesting the material interests of workers in agriculture; and so on.

The logic of a unilateral economic policy of assigning priority to industrial development, creates conditions for contradictions between the working class and the peasantry. To be sure, these contradictions do not manifest themselves in the form of conflicts, but if they are not analyzed, are neglected, and are left unsolved, they can become antagonistic. That is why, aware of the class basis of its ideology, the party of the working class is constantly interested in objectively knowing the situation of actions taken by other social classes, categories, and strata. The working class can fulfill its social-historic role only by reconciling its economic position, its scientific ideology, and social practice. A balance in this triptych reduces the "tension" between subjectivity and objectivity, generating and perpetuating the concordance of will, knowledge, and action.

An objective cause for an eventual disharmony between scientific objectivity and ideology could be found in the relativity of both terms in the relationship. The objectivity of knowledge is a subjective-mental reconstruction of the object being researched, verified in practice. But the subject is not a static entity: it is conditioned by the evolution of the object, its structure being determined by natural, economic, social, and political phenomena and processes.

Society as subject determines the reality as object, but in order to satisfy the rigorous demands of objectivity, subjectivity must be universal. At a theoretical level, socialism offers the possibility of attenuating the tension between object and subject, between what is objective and what is subjective. In fact, the ideologic standards of the working class can transform this possibility into reality by incorporating the objectivity of the actions of socioeconomic development laws, into decisions of political power.

Intimately bound with the objective cause discussed above, the correlation of scientific objectivity with party spirit can also be disturbed by the dialectic of the theory-practice couple, by the specific means used to adapt social sciences and ideology to its oscillations. Social evolution occurs not because it is demanded by the laws of social sciences or the theories they formulate, but rather follows an objective law independent of theoretical constructs.

In this context, the complexity of the theory-practice dialectic sometimes allows the coexistence of theoretical prediction, and of practical phenomena and processes that are not explained by theory. Even if the pre-existence of a theoretical explanation for a real, concrete manifestation of practice tends to assume the



character of law, the wealth and complexity of social life generates situations in which up-to-date phenomena and processes have not only failed to be theoretically predicted, but have also been insufficiently explained by theory during their occurrence. The latter situation is clearly a case in which science is overwhelmed by social practice. The objective cause for this situation rests in the pronounced independence of practice from science, an independence which among other things is manifested by an "explosion" of phenomena and processes which enrich practice to such an extent, that at times it becomes more difficult to grasp it, and more difficult to define and explain it from a scientific standpoint.

As an example, we note that the practice of the building of socialism did not proceed entirely along the lines formulated by Marxism. It is known for instance, that the classic theory of the socialist revolution forecast a world victory for socialism, while practice, which has been more extensive, followed another line, that of the building of socialism on a national scale. The confrontation of the Marxist theory of socialist revolution with the actual practice of building the new social order, was caused by the fact that the socialist revolutions did not occur in economically and politically developed capitalist countries, as Marx and Engels believed, but rather in those countries which were weak links in the world capitalistic system, and which generally were at a low level of economic development.

A similar discrepancy is known to exist between the Marxist prediction that the production of goods would disappear under socialism, and the undeniable reality of the commercial form of organization of the socialist economy. The dogmatization of the classic concept that socialism is incompatible with the production of goods, has generated the idea that the socialist economy should operate on the basis of state subventions, beyond criteria of profitability and efficiency, an idea whose practical application caused vast negative effects in the socialist economy.

For a while, the idea of socialism's superiority was sustained as the "absence" of contradictions, which were considered simply as unbalances, remainders of capitalism, and conditions which were not specific to the new social order. Reality showed that the building of the new order is a contradictory process, in the accepted philosophical sense of the manifestation of contradictions. Theoretically, Marx and Engels believed that the building of socialism would be a relatively rapid process, overestimating its real possibilities. Translated to its mechanics, this idea became a simplistic view of the duration of the socialist construction, limited only to the time interval necessary to build the unified socialist economy. However, historical practice disabled this proposition as well. The Romanian Communist Party, by formulating the Program for Building a Multilaterally Developed Socialist Society, demonstrated a profound understanding of the dialectic of the socialist society, a dialectic which assumes evolutionary stages and levels at which specific objectives are planned and achieved according to the real possibilities at any given time.

Starting again from the hypothesis of a rapid construction of socialism, Marx and Engels proposed the disappearance of the state under socialism, and the transformation of the state and other political organs into forms of self-administration on the part of producers, into a "government of the people by the people." But the practice of the building of socialism asserted the growing leadership role of the party, and the development of political institutions and relationships.



These examples show the stochastic nature of socioeconomic phenomena and processes, according to which history is the sole judge of scientific theories. "The question of whether human thought can attain objective truth is not a theoretical question, but a practical one... The controversy around the reality or non-reality of a thought that is divorced from practice is a purely rhetorical matter." (6)

In connection with the fact that science is being outperformed by practice, it is necessary to specify that for science to remain science, it must respond to methodological constraints. By this, of course, we do not mean the crowding of its object (in other words, practice) into methodologic molds; rather, the constriction of phenomena into laws, of the general into the particular, of diversity into unity, is a process relatively independent of the increasingly strong dynamism of social practice.

The relationship between science and practice is becoming even more complex due to the interconnection between its terms and ideology. The chain of interconditioning could have the following configuration: 1) practice requests, 2) science pronounces the judgement of reality, 3) practice verifies the judgement, 4) ideology transforms the judgement of reality into axiological judgement, integrating it into its general theory through its human verification.

#### Practice and the Gnoseologic Function of Science

Even if it is the sole arbiter of objectivity, the single instance of truth, the only criterion for verifying rationality, social practice cannot be substituted for knowledge. Science is synthesized, abstracted practice.

One consequence of turning social practice into an absolute, is an underestimation of the essential function of science--theoretical explanation--and an overestimation of applied research. The contention between applied research and fundamental research is one form of the more general contention between the application function of science and its gnoseologic function. The first function is strongly conditioned by the priorities imposed by concrete socioeconomic conditions, while the second function is less directly and indirectly dependent on these priorities. However, such an objective reality can be adulterated by a unilateral, utilitarian approach to science, which reduces it only to its impact on pressing practical problems of "here and now."

The classification of scientific research into fundamental and applied categories is relative, of course. Despite this, the term "fundamental" is often considered as the opposite of the term "experimental," which is not correct, since experiments are the indispensable basis for most theoretical research. The term fundamental is at times given a chronological connotation, in the sense that the fundamental research precedes the applied one. At other times, the term has an ontological connotation, in which the fundamental is the primordial principle from which science is derived. Used in an axiological sense, the term fundamental means "of special importance." In fact, the classification of scientific research into fundamental and applied categories strikes a certain bookkeeping note, which erects a rigid boundary between various types scientific research.

The applied nature of scientific research must not be taken literally and attributed only to research with immediate material results. Can anyone question the application value of the theory of relativity? Can anyone forget that the theory of complex numbers issued from the precincts of pure mathematics to become the foundation of the most advanced industries, such as electronics and aeronautics? Could anyone have imagined 25 years ago, that the theory of infinite dimensional space would today become the basis of models for macroeconomic optimization? Is then theoretical research in economics, philosophy, biology, and so on, divorced from practice?

To deem that production is the sole determinant of the applicability of scientific research, is to limit social practice to only one of its aspects—production practice. The history of science demonstrates that all scientific discoveries with rigorous theoretical foundations, independently of the area of knowledge from which they arose, whose usefulness was confirmed in a given sector of social practice, were sooner or later necessarily implemented into social practice, independently of the difficulty of their application.

Without falling into our own trap of unilaterality, we must nevertheless stress the importance of theoretical explanation, which is at least equal to that of application itself. The social loss caused by inadequate or poorly oriented theoretical research is incomparably higher than the corresponding social labor. The point is that the delayed effect of theoretical research, even if it is not directly and immediately oriented toward practice, generates the continued development of science in general.

Oscillations between theory and practice can thus be damped by conceiving the dialog between them in such terms that it will operate, not on the basis of an occasional relationship of demand (from the practical side)—offer (from theory), but on the basis of the built-in need of practice to become materialized theory, and of the built-in need of theory to be applied and verified in practice.

Promoting a scientific policy with broad forecasting possibilities, the Program-Directive for Scientific Research, Technical Development, and Introduction of Technologic Progress for the 1981-1990 Period, and Major Orientations up to the Year 2000, provides that "research will prepare the reserve of scientific discoveries and technical solutions necessary for the future development of our country." Conceived in these terms, the promotion of science will have a solid theoretical foundation which will assure the progress of knowledge, before socioeconomic practice generates pressing problems which render the need for this knowledge even more acute.

In the domain of social sciences, the overestimation of applied research can be manifested through the proliferation of economic determinism, which in turn can become the foundation of economic ideology. The dogmatization of the Marxist demonstration of the primordial role of economic relationships in social development, can thus warp global social determinism, transforming it into absolute economic determinism, according to which the economic aspect of social life becomes an autonomous domain with absolute authority over the other domains of social life, and one whose movement is considered the unique cause of the evolution of society.

Under the concept of purely economic determinism, a change in the mode of production automatically changes the entire social order. In this manner, the dialectic causality of social development becomes a mechanical causality of economic development; for instance, social production and economic production are almost universally considered as identical, the first being used in the sense of the latter. Yet, economic production is aimed only at the reproduction of production factors and of the subsystem of production relationships, while social production incorporates the entire system of social relationships.

Similarly, purely economic determinism is rooted in the proposition that the law which correlates production relationships with the nature and level of production forces, is a universal law of historical development, while in fact it only reflects the functioning of the modes of production. In general, the unilateralization of determinism strikes either a strong technologic note which stresses the absolute nature of the primordial role of production forces in socioeconomic development, or a purely economic note, in which the primordial role is assigned to production relationships.

The multilateral dialectic outlook of Marxism excludes the assignment of an absolute value to the economic factor in historical development, a development it conceives as being determined by an uninterrupted chain of causes which at the same time prove to be an uninterrupted chain of effects. Society is the result of an interaction among the economic, social, and political subgroups; it is ultimately the result of a global social determinism, in which the economic factor is primordial, but not unique nor absolute. When the primordial nature of the economic factor is assimilated by ideology in an adulterated, absolute form, economic determinism becomes economic ideologism. At the theoretical level, economic ideologism institutes the use of economic research for purposes with inadequate scientific foundations, which in turn creates a gap between ideology and scientific objectivity. Dogmatism and traditionalism, superficiality and perfunctoriness, can then take root in the social sciences, making it impossible to stress the nature of these social sciences as instruments for researching and understanding events and reality.

The gap between ideology and scientific objectivity can be created by a distorted subjectivity which for this reason warps the researcher. This impasse is in no way due to "ideologic barriers," but results from the double subjectivity which paralyzes some researchers when faced with a new, original, creative thought. They stop on the borderline of the new, afraid of being told that "this is not written in any document," since they do not understand that party documents do not create a scientific vacuum, but on the contrary, demand a ceaseless socio-political and economic research.

Under socialism, science means action, attitude, responsibility, and courage, because in the words of the secretary general of the party, "the danger does not rest in the possibility that in the course of research someone or other will reach a wrong conclusion in social sciences... This is inevitable, and until now--and I believe in the future as well, including in the communist society--no one in the world can pretend that all that is undertaken will end only in good results. Science can develop only through a free confrontation of opinions and ideas. Of course, debatable and criticizable propositions and opinions exist and will arise, especially in the social sciences. This is not what we need to fear; the major fear and the principal danger is to not conduct research activities because of the fear to be wrong."



Under the conditions of the socialist society, the proposition that science is transformed into a production force, is also extended to the social sciences. These are no longer simple means for describing and interpreting socioeconomic phenomena and processes, but through an amplification of their pragmatic functions, they become instruments for founding and fulfilling the goals and priorities of the development of the socialist society. None of the problems which are facing the building of socialism can be solved any longer without the participation of social sciences.

The interdisciplinary approach to social progress is the major trend in the development of contemporary science. The efficiency of this approach also requires a new point of view on the role of society's sciences. Since socialism is itself a social innovation, an appropriate development of the sciences which analyze and lend strength to this innovation must also be undertaken. (7) In general, social innovation today plays a role at least as important as that of technical and technologic innovations. In our opinion, however, we are still witnessing an underutilization of the possibilities for communication between social sciences and socioeconomic policies. This underutilization is generated either by the slowness with which social sciences solve the problems raised by social circumstances, or by the fact that theoretical solutions are needed or proposed "by tomorrow," ignoring the methodological constraints of scientific research, and the analytic and lasting character of some solutions or their variants.

In fact, we must recognize that the major responsibility still rests with the social sciences, which are among the few sciences which do not make sufficient use of forecasting. This is actually the major argument of those who support the underdevelopment of social sciences with respect to the other sciences.

The ethical significance of respect toward scientific objectivity is most profound in the field of social sciences. These sciences are the "carriers of reason" in social development, and if human reason is called upon to play an essential role in the building of the new order, then the researchers in the field of social sciences must be among its principal messengers. This imposes the need for a knowledge of the usefulness and work of researchers in the social sphere, based on true social responsibility. The first moral duty of the scientist is to struggle to assure the lasting nature of advances in his domain; in our society, the scientist must be a citizen profoundly involved in the process of social development.

#### FOOTNOTES

1. K. Marx, F. Engels, "Opere" [Works], Vol 12, Ed. Politica, 1962, p 4.
2. To think scientifically "means to move against the vulgar common sense which is dogmatic and hungry for peremptory certitudes" (A. Gramsci, "Opere Alene" [Selected Works], Ed. Politica, 1969, p 101).
3. A rigorous analysis of the term has been made by Georgeta Florea in "Ideologie si Cunoastere" [Ideology and Knowledge], Ed. Politica, 1979, pp 47-53.



4. The movement of the system of economic interests in socialism is analyzed in detail by N. N. Constantinescu in "Problema Contradictiei in Economia Socialista" [The Problem of Contradiction in the Socialist Economy], Ed. Politica, 1973, pp 144-171.
5. Nicolae Ceausescu, "Speech to the Second Congress of the Management Councils of Socialist Agricultural Units, of the Entire Peasantry", in SCINTEIA, 20 February 1981.
6. K. Marx, F. Engels, "Opere Alese in Doua Volume" [Selected Works in Two Volumes], Vol 2, 1967, p 373.
7. Petru Panzaru, "The Condition of the New in Social Sciences", in ERA SOCIALISTA, No 8/1978, p 19.

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COMPLAINTS ON DISASTER RELIEF PAYMENTS ANSWERED

Belgrade NEDELJNE INFORMATIVNE NOVINE in Serbo-Croatian No 1602, 13 Sep 81  
pp 12-15

[Article by Milan Milosevic based on an interview with Radomir Djacic, director of the Montenegrin Fund for Reconstruction and Development: "Where Is the Solidarity Dinar Going?"]

[Text] On 15 April 1979 100 people died in Montenegro, 1,700 were injured, 30,000 workers were left without jobs for a lengthy period, and 80,000 people were left without a roof over their heads.

These facts are such that they make solidarity all but an untouchable subject. Nevertheless, some of the letters from NIN's readers reek so much of dissatisfaction that in spite of the risk of a misunderstanding attention should be paid to them at least as a fact in social psychology.

"I am aware that by setting aside money for the solidarity fund I am not buying the right to spend my summer vacation on the Montenegrin coast, but it does pain me that my wife and children and I cannot afford to go there when I am setting aside a part of my sweat for it." This letter from Sulj Vukojevic, a worker who lives in Zrenjanin (address: Backa 21), explains in a way the causes of the temperature which has risen this summer concerning the Solidarity Fund.

Zoko Rancic of Leban has sent us a letter which at the least bears witness that the assumptions recently set forth by our reader Dragan Savic are fairly widespread. He cites certain examples from Leban Opstina after the disastrous floods in 1976 and says: "Comrade Savic can at least have the satisfaction of knowing that Kursumlija and Titograd are not the only places where it is like that. He can freely come to Leban and see the villas and buildings on which the solidarity aid was spent. Some of them are even three stories high."

Milan Kovacevic, who is retired and lives in the 4th of July Settlement in Cetinje, writes that after the earthquake people in that city were seized by a "mania for credit, stories went round about how much in grants and credit each one was entitled to, various forms began to fly around, and owners of abandoned houses turned up with applications for credit, and connections based on godparenthood or friendship or some other relation were used to fish in troubled

waters." The content of our questions, then, should be attributed to the list of charges contained in these other letters which we have received!

#### There Is Not Enough Money for Hanky-Panky

Radomir Djacic, director of the Montenegrin Fund for Reconstruction and Development, and members of his staff very patiently answered these unpleasant questions, emphasizing that there is no occasion here for this kind of bitterness:

"It is in the interest of Montenegro, and this has been emphasized several times in the Assembly and in the Central Committee, to distribute the funds as optimally and honestly as possible. This requirement does not follow only from a sense of honor, but also from the fact that the funds furnished fall short by one-fourth of the estimated damage. The criteria for evaluating those funds are not yet ready, and it is certain that inflation is a threat to the funds which are in any case insufficient.

"The damage in Montenegro was assessed by 163 commissions from all the republics and provinces according to a standard Yugoslav methodology which, for example, called for losses to be assessed at the book value of the assets destroyed. In the case of facilities dating back some time it was necessary in some cases to furnish as much as tenfold more funds than the amount of assessed damage. It is in our interest, then, to keep an account of every dinar."

Because of the suspicion of one of our readers that a portion of the funds for the earthquake is going for adaptation of sports stadiums, we asked whether the monitoring institutions guaranteed that the money went only to those who had suffered a loss. Absolutely, Djacic said. Every specific case can be checked on the spot, we have no secrets from the Yugoslav public. We ourselves make checks twice a year, and the Social Accounting Service is monitoring the use of that money. Decisions on the funds are made by the Fund's assembly (86 delegates), and the funds, which are less than the damage assessed, are distributed in proportion to the assessments of those 163 commissions. Every year an exhaustive report is made on this and is debated by the SFRY Assembly and the assemblies of the republics and provinces. Up to now we have not had any criticism whatsoever. In any case, every dinar assigned to the wrong purpose must be returned.

Have there been complaints from individual citizens?

"A few. Mostly these were isolated cases. For example, we have received three anonymous letters, one from the Kolasin area, one from Bar; every one was checked out by us and by the oversight committees in the assembly. We received two complaints from individuals in Cetinje who felt that they had been short-changed. One person from Kolasin complained because two co-owners obtained credits for a house that had been demolished, but he, since he did not live there, comes last on the list according to our criteria, so that those other two could not commence construction. Do not forget that 80,000 people were hurt by the earthquake; it would be an illusion to expect that no one is going to feel dissatisfied. One thing is altogether certain: every credit can be checked out this very day."

Some people point to the occurrence of fictitious breaking up of households to obtain more credit.

"I can tell you that there were such attempts. Wherever this has been discovered, however, it was thwarted. But it is quite certain that there have been few cases when anyone obtained something he was not entitled to. It might have happened that someone, for example, reached the top of the list 6 months or so earlier, but even those are only isolated cases. There have also been examples on the other side: One family has just moved from Cetinje to Bar. In Cetinje they did not grant credit, saying that they had moved. In Bar they also said no, arguing that they had not moved there, but were only visiting.

"There has also been a bit of human spite here. I have heard, for example, that there have been reproaches to that effect in Ulcinj. It is a fact, however, that in certain old buildings there were several households; though they were using a single entrance, each was living on his own."

Were there cases when households were hastily broken up after 15 April to get around the law, which states that the status on the day of the earthquake must be taken as the basis?

"There were such attempts, just as there were attempts for some people to claim that they were subtenants when they were not. This was combated as best we were able.

"I can say quite definitely that in other similar cases this type of systematic supervision has not been carried out in the past. We have worked out a system of what we refer to as earthquake checks. The individual would receive only a small amount of money at once; all the rest he would receive in installments through checks. When he spends the check for cement, a particular commission must certify this transaction before he can get the next check. We did this in order to prevent speculation and to prevent the money for reconstruction from being used for other purposes. Incidentally, in the earthquake disaster area the sale of real estate was prohibited until this July in order to prevent speculation."

What Can Be Done With 150 Million

What amount of credit has been extended?

"The law allows maximum compensation of 80 percent of property damage, and a maximum of 50 million old dinars for 20 years for a house that has been destroyed. Those who lived in the houses that were destroyed were entitled to a maximum of 55 million old dinars--5 million was given as a grant in aid not to be returned. In 1979 that maximum amount was actually far less--35 million. Credit up to a maximum of 25 million old dinars could be obtained for a damaged house. I ask you, and you ask me and anyone, what can be done with that money? To be sure, these checks are worth somewhat more than a tax exemption, but little would be done if relatives were not helping on a large scale--for every major job on a house here people get together and donate their labor. There are



few exceptions to that rule. Many people have invested all their savings, especially those on the coast, since most of the population there earns its living in hostelry. For them the house is not just a roof over their head, but also a means of making a living.

"So far about 8,500 housing units have been built, and more than 11,000 repaired. Construction in the socialized sector has been virtually completed, but in the private sector it will last until 1983, and probably will be extended to 1984 as well. Though providing housing to the population was a priority task, we still have not provided housing to 1,190 families. In Ulcinj, Budva, Kotor and Herceg-Novi they are still living in weekend cottages, in vacation camps and camping trailers. The property loss in the private sector has been estimated at 22 billion, and 13 billion dinars worth of credit has been furnished. Along with that we should not forget that in 1978 a kilogram of cement cost 1.41 dinars, and in 1980 it cost 2.7 dinars. Two years ago a window cost 2,537 dinars, and in 1980 5,080 dinars."

Djadic emphasized that in that kind of tight squeeze for money it was inevitable that temperatures should rise in certain cases, and he therefore thinks it was pouring oil on the fire for NIN to publish without verification the supposition of certain readers that officials in Montenegro were buying cars with the solidarity funds.

"I can assert quite responsibly and pledge, as the saying goes, my honor, my life and everything, that the funds of the earthquake fund were used to purchase one and only one car, which was a Renault 30TS for the official use of the Fund. The car was purchased in Novo-Mesto for 51 million old dinars; dinars, not foreign exchange, were used. These funds were not used to pay for a single other car, not even by work organizations.

"We have not discovered a single case when someone purchased a car with the credit, and this is something we certainly would have detected. It was not possible. Every individual and indeed every officeholder has a first and last name; if anyone knows of examples to the contrary, just let him supply the information. This way will not do."

In the next portion of his answer Djadic pointed out a possible source of confusion: "I know that some cars were allotted among the republics by the competent federal agency just in advance of the earthquake. The Republic of Montenegro received some 20 Audis assembled in Sarajevo and a smaller group from Kikinda. These are the only automobiles that turned up, and they were purchased before the earthquake. However, many automobiles have been donated. For example, when one firm makes a donation to another--Mercedes gives a car to Zeta-trans. Many specialized vehicles were donated for medical institutions by humanitarian organizations. There were cases when organizations of associated labor purchased vehicles with their own funds, not with the funds of the Solidarity Fund, since the cars of many were destroyed, and they were exempted from duty and taxes. That is the whole truth about vehicles, there cannot be any other truth."

## The Truth About Sales

We asked about the fate of the goods donated which reached the disaster area right after the earthquake.

"Trailers, tents, blankets, and blood plasma, all those things were distributed by the republic solidarity fund, which recently ceased to exist, and we are its legal heirs. All the goods which have lasting value are public property; some has already been distributed to tourist organizations; even this season there were camps set up in that way. Some went to national defense, and some of those tents are now in reserve for some future emergency. For example, aid was sent to Italy and has now been sent to Banjaluka from that portion. All must be returned to the Fund for Reconstruction and Construction--not all has yet been returned (the deadline is in 1983), since people building houses are keeping the tents, for example, to use as cover for cement or furniture."

Have there been sales of those goods, as some readers have indicated?

Ilija Popovic, a member of the managing board of the fund, who at the time of the disaster was civil defense commander in Ulcinj, says that after the population had been cared for in local communities, there might have been some sales at a time when all needs had been met. For example, at that time we had no place to store food, Popovic said. The sale was conducted through business organizations, and the money was paid into the solidarity giro account and was used for housing the population. At that time certain enterprises were themselves offering to sell trailers, for example. But they were not part of the aid.

(At this point the reporter also encountered the other side of our solidarity: A part of the goods which reached the Montenegrin coast that April were unusable. And something else--the aid which arrived at that time was by and large recorded later as a contribution to reconstruction of the disaster area. Certain republics even included transportation services during the disaster as part of their share.)

As a matter of fact, one might have expected a greater fever in an area in which so many people's living was threatened. In one organization of associated labor in Belgrade known to this reporter the allocation of five dwelling units has been a topic of debate since the earthquake. It is a wonder no one has been killed. Compared to that remarks like these nevertheless ring true:

"Though I have two yellows, I did not get credit, and he did with one green, and he also divorced his wife to get the credit, and he is supposed to be a member of the party."

On the way to Cetinje the reporter understood these remarks to be a venting of dissatisfaction and a manifestation of the heated moral pressure brought to bear on every attempt to do something underhanded. On the basis of what is to be seen along the way down to Budva, Kotor and Petrovac one can conclude that private individuals are actually the most resourceful. Houses are being built like

those in the other sections of the coast. By and large people have reached the slab which covers the basement. One sees building materials everywhere, and one also sees builders from Bosnia, from Kosovo and from other regions. A passerby's general impression, however, is that this region has not yet got on its feet. In Cetinje, which has kept its old appearance, the Biljarda has been closed for renovation. Down in Kotor Bay, the town of Kotor is like an old man in a coma waiting for a transfusion.

"Cultural monuments are our most difficult problem," Djacic says. Most of the time went in preparing the plans. We do not have enough trained people who know this job. And here machines do not help. We are dealing with delicate things--the Piva Monastery, for example, has been carried over for 7 years. Next year we will finally begin in Kotor and Budva," Djacic says, emphasizing that at present movable works of art have by and large been stored in safe places. The earthquake destroyed 485 cultural monuments and damaged 1,156. All of approximately 15,000 museum exhibits were badly damaged. The tourist industry, which in 1979 dropped from 120,000 to 54,000 beds, has, to be sure, returned to the original number this year and has been experiencing the fastest renewal, but the atmosphere of the construction site is obviously holding things back.

Since the middle of last year project plans have also begun to come in for construction and reconstruction of the economy. Reconstruction of the port of Bar is beginning. Actually, only the most basic problems of the economy have been healed, but it will take several years for its complete reconstruction. Those we talked with point out how complicated these advance estimates are. Reconstruction of the sea salt facility at Ulcinj will cost 522 million. The facility received 338 in damages, it invested 70 million of its own, it received 560,000 from the fund for the underdeveloped, and it has borrowed 57 million dinars abroad in a situation when it itself has been greatly affected.

[Box, p 14] Who Is Giving How Much

<u>Republic or Province</u>	<u>Obligations for 1981 (not adjusted for inflation)</u>	<u>Paid as of 28 Aug 81</u>
1. Bosnia-Hercegovina	1,053.6	513.2
2. Macedonia	476.2	252.0
3. Slovenia	1,384.8	577.4
4. Serbia	2,029.6	1,261.7
5. Croatia	2,220.0	900.0
6. Montenegro	144.1	108.7
7. Vojvodina	936.4	570.0
8. Kosovo	183.7	62.5
Total	8,428.4	4,245.5

(in millions)

Last year, for example, slightly more than 7 billion dinars were committed to reconstruction (by 1985 the republics and provinces are covering 53 billion of the estimated total damage, which is 72 billion). Slightly more than 3 billion of last year's amount went to the economy, 2.3 to private individuals and 1.7 billion to noneconomic activities. Among economic organizations hostelry has so far received the most, 1.5 billion last year, and the largest items for noneconomic activities are socially owned housing, elementary schools and the health service.

Were structures demolished which should not have been demolished, as it seemed to one of our readers from Cetinje, when he saw demolition charges being placed on the Park Hotel, which originally had been scheduled for repairs?

"The Slovenes drew up plans for repairing that hotel," Djacic said. "The facade of that hotel was sound, and the commissions, which at that time had tight deadlines, estimated the situation from the cracks which they saw. When the mortar was removed, it was evident that the load-bearing members had been considerably damaged. The case of this hotel even came before the central committee, but unfortunately it had to be demolished. There are dozens of such structures which we have had to demolish, though at first they were not marked red. They include the Intercontinental Hotel in Budva, a school in Cetinje, and so on," Djacic said.

Those we talked with took pains to show that the solidarity dinar is strictly monitored and turned over several times before it is used. We are publishing their responses at length.

Will they be sufficient in and of themselves to convince those who have begun to suspect solidarity? And suspicions can be heightened by incidents like the one in Bar, where, according to POLITIKA, construction of certain dwellings "larger than 100 square meters" has begun in the face of all local regulations. Here the origin of the money was not even the essential thing. It is understandable that citizens look with a sharper eye at the solidarity funds than on other money. Possible machinations, just like unfounded suspicions, can undermine one of the basic values (and obligations) of our society: solidarity. Those we talked to also agree with that.

And, of course, no one wants to see a repetition of the theme in Domanovic's story: One man gave another a poncho to keep off the rain, and then afterward he pestered him so persistently that he drove him to jump into the river.

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## YUGOSLAVIA

### BRIEFS

NEW SLOVENIAN YOUTH LEADERS--The republican conference of the League of Socialist Youth of Slovenia elected the following new members of the Presidium of the Republican Committee of the League at today's session: Bogdan Cepic, Branko Florjancic, Srec Kirn, and Vili Psenicny. Bojan Fink was re-elected vice-president and Robert Cerne was re-elected secretary. The new president is Darja Colaric and the former president, Boris Bavdek, has assumed the duty of executive secretary of the Presidium of the Central Committee of the League of Communists of Slovenia for the political system. Darja Colaric is a resident of Novo Mesto. She was born in 1952. She is a pharmaceutical technician by profession and has been active in youth organizations since elementary school. One of her positions was that of president of the Novo Mesto Opstina Committee of the League of Socialist Youth of Slovenia. [Excerpts] [Ljubljana DELO in Slovenian 9 Oct 81 p 1]

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30 OCT 81

~~Aj.~~ D.D.